1: Herskovits E-4, 5 (1934) 1937 SV3 Haiti SV3
Mirebalais

hide-and-seek and enjoy story-telling sessions, when the tales of 'Ti Malice and Bouki are recounted. Still older ones make drums out of jars and "arrange a dance." Little girls play with dolls made for them by the older children, while boys with sticks for horses organize themselves into "armies" with their seniors as officers. When a child's teeth fall out, a minor ceremony is performed. As each tooth is detached, the child throws it on the roof of the mother's house, saying:

"Rat, rat, rat,	"Rat, rat, rat,
M'jet' yun bel' 'ti dent	I give you a nice little
ba 'ou,	tooth,
Ba'm yun vieille dent."	Give me an old tooth."

At this same time a beginning of formal education is made, especially if the child lives in the town or near enough to it to allow him to reach one of the schools there. These schools are under both secular and Catholic auspices, and in them the pupil is instructed in the rudiments of European education, learning to read and write and to do simple problems in arithmetic. If he shows proficiency and the means of his family permit, he may go on to a secondary school at Port-au-Prince or some other center; in the main, however, this schooling is all he ever receives, if he is permitted this much.

It is not to be supposed that a child is allowed to grow up without learning how to conduct himself in accordance with the traditional code of Haitian behavior, for the punishment that follows departures from this code is always both prompt and extremely painful, beating with sticks being the mode of correction most often employed. The mechanisms of education and control operate the more effectively because they are exercised by a fairly large group of persons, which includes not only the father and mother of the child, but also his grandparents, his uncles and aunts on both sides of the family, and his older brothers, sisters, and cousins. Less restraint is exercised before grandparents than other relations, for while there

3: Leyburn Z-4, 5 (no date) 1966
SV3 Haiti SV3

baby: when she does she substitutes a mode of feeding on fruits and solids which favors digestive disturbance and nutritive diseases in the infant.

At the age when children of the élite would be starting to school, peasant children are beginning work in the fields, hoeing, weeding, and carrying, always under the tropical sun. Cuts and bruises, sometimes serious, are improperly treated when they occur and so lead to tetanus or to enormous ulcers.

Hard work and a simple mode of outdoor life prove, in Haiti at least, not to be the keys to good health which a romantic might fancy them. Haiti has been one of the unhealthiest places in the world. One feels that it has been lucky to escape such scourges as typhus, cholera, and bubonic plague; that smallpox has not been violent in its epidemics, and that the people developed an immunity to yellow fever. It has, indeed, been luck rather than cleanliness and proper medical care which has protected the people in these instances.

In 1838 Boyer founded a hospital school at Port-au-Prince, giving it the name of The National School of Medicine. It did not function as a school, however, until 1860 when Geffrard reorganized it and gave it life. Geffrard also sent young men to Europe to study, installed laboratories of physics and chemistry in the upper schools of the capital, and made possible the appearance of an intellectual élite."[11] The next burst of energy in matters of hygiene came around 1890 when, under the influence of Dr. Léon Audain, the first health records were kept, and the spirit of scientific research reached Haitian medicine.

From 1804 to 1860, then, there was practically no proper care for sick people. In the latter years of the century a few trained physicians, with sadly deficient equipment, practiced in the towns. Not until after the Occupation was the rural mass of the population even touched by the medical knowledge which had been developing all over the civilized world for decades. Clinics, wholesale vaccinations and inoculations, and campaigns of enlightenment have in the past twenty years worked wonders. The Vodun practitioner, however, still is the "expert" who treats most illnesses, and healing remains one of his major functions.

11. Geffrard established schools of law, music, painting, and navigation. The latter two collapsed. The same president founded the high schools of Port-au-Prince, Jacmel, and Gonaïves.